DUBLIN
CITY SCHOOLS

K-12 Health Education
Graded Course of Study
2025

K-12 Health Education Vision Statement

A Dublin City Schools Health Education empowers students with the knowledge, skills, and tools to make informed decisions, cultivate healthy habits, and develop lifelong well-being. By fostering a comprehensive understanding of their own physical, mental, emotional, social, and spiritual health, students are equipped to navigate life's challenges, build resilience, and thrive in all aspects of their lives. Course content aims to build transferable skills, foster self-regulation, and promote healthy habits through a comprehensive, inclusive, and developmentally appropriate curriculum including:

- Experiential learning that prioritizes skill development and real-world application.
- Instruction that grounds curriculum and practices in the latest research on health education and brain development.
- A collaboration with the community that fosters partnerships with families, community organizations, and healthcare providers to support student learning and well-being.

By embracing these principles, DCS can create a K-12 health education program that empowers students to live healthy, fulfilling lives, and contribute positively to their communities.

Instructional Essential Questions:

- How do my choices impact my mental health? physical health? social health?
- How are my mental, physical and social health connected?
- How do my choices impact the health of my communities?

Dublin City Schools
K-12 Health Education

7th Grade

Health Course Goals

This course is designed to promote responsible decision-making resulting in healthy lifestyle choices. Areas of emphasis are: mental, emotional and social health; body systems; substance abuse and awareness, including the dangers of drug use leading to addiction(alcohol, tobacco, marijuana, vaping, and opioids); and nutrition and lifetime fitness.

Course Content Standards

Mental Health and Emotional Well-Being			
Ohio Revised Code	ORC 3313.60 A5(i) ** Beginning with the first day of the next school year that begins at least two years after March 24, 2021, in grades six through twelve, at least one hour or one standard class period per school year of evidence-based suicide awareness and prevention and at least one hour or one standard class period per school year of safety training and violence prevention, except that upon written request of the student's parent or guardian, a student shall be excused from taking instruction in suicide awareness and prevention or safety training and violence prevention.		
Topic	**Standard**	**Indicator**	**Student Outcomes**
Goal Setting	1. Use Functional health information to support the health and wellbeing of self and others.	1.8.1 Analyze ways to build upon strengths and assets to support individual and collective health and well-being.	Identify steps to write specific, measurable, realistic health goals. Differentiate between long and short-term goals.
Self- Esteem	2. Analyze influences that affect health and well-being of self and others.	2.8.2 Analyze individual, interpersonal, community, societal, and environmental factors that influence health behaviors, health outcomes, and health equity.	Identify factors that affect self-esteem (emphasis on bullying and harassment). Recognize skills that help build good character and self-esteem (resilience, grit).
Personal/Interpersonal Communication	4. Use interpersonal communication skills to support	4.8.1 Use effective communication skills across various modes of	Identify actions that can help develop healthy relationships with family, friends, and others.

	the health and well-being of self and others.	communication to support health and well-being of self and others.	Examine the four response styles- passive, aggressive, passive-aggressive and assertive. Demonstrate being assertive by using "I-Messages" to express feelings.
Stress	2. Analyze influences that affect health and well-being of self and others.	2.8.1 Analyze the interrelationships between various influences on health and well-being.	Recognize that stress is a normal part of our lives and we can learn to manage it. Differentiate between positive and negative responses to stressors. Recognize that not all stress is bad and identify individual techniques to manage stress in a positive way. Explain what it means to be resilient.
Mental Wellness	2. Analyze influences that affect health and well-being of self and others.	2.8.3 Analyze how various influences affect the health and well-being of people and communities in different ways.	Recognize signs and symptoms of depression. Identify steps to treat depression/mental illness.
Suicide Prevention	5. Use a decision-making process to support health and well-being of self and others.	5.8.3 Use an individual, supported, or collaborative decision-making process to maintain or improve health and well-being. 5.8.2 Determine when health-related situations require the application of a thoughtful decision-making process.	Identify warning signs and prevention strategies of suicide.

Social Media Etiquette-Texting/Sexting	2. Analyze influences that affect health and well-being of self and others.	2.8.3 Analyze how various influences affect the health and well-being of people and communities in different ways.	Recognize the impact social media plays on mental health. Understand the dangers of sexting and bullying online.
Responsible Decision Making	5.Use a decision-making process to support health and well-being of self and others.	5.8.2 Determine when health-related situations require the application of a thoughtful decision-making process.	Identify the steps necessary to make a responsible decision. Understanding how the teen brain works (neuroscience).

Body Systems			
Topic	**Standard**	**Indicator**	**Student Outcomes**
Body Systems-Anatomy and Physiology	1. Use functional health information to support the health and well-being of self and others.	1.8.4 Analyze practices and behaviors that support health and well-being, including how to manage health conditions.	Identify the basic structures and functions of the following body systems: • integumentary/skin • nervous • circulatory • respiratory • skeletal • muscular • digestive • urinary/excretory • immune/lymphatic • endocrine • reproductive
Body Systems Care	2. Analyze influences that affect health and well-being of self and others.	2.8.2 Analyze individual, interpersonal, community, societal, and environmental factors that influence health behaviors, health outcomes, and health equity.	Identify ways to care for each body system.

		2.8.4 Apply strategies and resources to manage influences that impact health and well-being.	

Substance Abuse and Awareness			
Ohio Revised Code	ORC 3313.60 A5(b) The harmful effects of and legal restrictions against the use of drugs of abuse, alcoholic beverages, and tobacco, including electronic smoking devices. ORC 3313.60 A5 (g) Prescription opioid abuse prevention, with an emphasis on the prescription drug epidemic and the connection between prescription opioid abuse and addiction to other drugs, such as heroin.		
Topic	**Standard**	**Indicator**	**Student Outcomes**
Gateway Drugs	2. Analyze influences that affect health and well-being of self and others.	2.8.3 Analyze how various influences affect the health and well-being of people and communities in different ways.	Discuss drug classifications and their effects, and identify examples of drugs found in each classification. Describe the effects on the brain and body of the following: • Prescription vs OTC • Marijuana • Alcohol • Vaping/Tobacco/Nicotine • Prescription Painkillers /Heroin/Opioids
Drug Use, Misuse, Dependency and Addiction	7. Demonstrate practices and behaviors to support health and well-being of self and others.	7.8.1 Examine supports and barriers to health-related practices and behaviors. 7.8.2 Analyze practices and behaviors that support personal and community health and well-being.	Explain the process of physiological/psychological addiction and dependency. Identify risk factors for harmful drug use in teens.

		7.8.3 Demonstrate practices and behaviors that support personal and community health and well-being.	Differentiate between responsible use, misuse, or abuse of drugs. Describe the benefits of being drug free.
Drug Abuse Prevention Program (DAPP)	1. Use functional health information to support health and well-being of self and others.	1.8.2 Analyze how practices and behaviors support a variety of dimensions of wellness. 1.8.6 Analyze how individual, interpersonal, community, and environmental factors impact health and well-being. 1.8.7 Explain how health care promotes personal health.	Drug Abuse Prevention Program (DAPP): 1. Recognize media influences and attitudes towards substances or drug use. 2. Know laws and consequences regarding illegal behavior. 3. Demonstrate resistance skills in real life scenarios. 4. Practice responsible decision making regarding the use of drugs. 5. Understand the role of the School Resource Officers (SRO). 6. Develop ways to interact positively with the police/law enforcement. 7. Recognize the dangers of vaping/juuling.

Nutrition: Dietary and Lifestyle Choices			
Ohio Revised Code	ORC 3313.60 A5(a) The nutritive value of foods, including natural and organically produced foods, the relation of nutrition to health, and the use and effects of food additives		
Topic	**Standard**	**Indicator**	**Student Outcomes**
6 Essential Nutrients	1. Use functional health information to support health and well-being of self and others.	1.8.4 Analyze practices and behaviors that support health and well-being, including how to manage health conditions.	Identify the functions and food sources for the six essential nutrients: Carbohydrates, Protein, Fats, Water, Vitamins, Minerals.

Food Groups	1. Use functional health information to support health and well-being of self and others.	1.8.5 Analyze connections between health literacy and health outcomes.	Identify the nutritive value of foods.
Food Labels	5. Use a decision-making process to support health and well-being of self and others.	5.8.6 Evaluate the results of a health-related decision on self and others.	Identify the role of food labels when making responsible food choices. Identify natural and organically produced foods. Identify the use and effects of food additives.
Healthy Dietary Choices	1. Use functional health information to support health and well-being of self and others. 5. Use a decision-making process to support health and well-being of self and others.	1.8.4 Analyze practices and behaviors that support health and well-being, including how to manage health conditions. 5.8.6 Evaluate the results of a health-related decision on self and others.	Demonstrate an understanding of the characteristics of healthy meal, snack, and fast food choices. Apply national dietary guidelines used to reduce cancer, diabetes, hypertension, high cholesterol, hypoglycemia, and obesity. Understand the benefits of lifelong healthy nutrition habits. Recognize how organic and naturally produced food, as well as food additives affect overall health. Identify the consequences of unhealthy food choices.